

Beverley St Nicholas Community Primary School

Inspection report

Unique Reference Number	117827
Local Authority	East Riding of Yorkshire
Inspection number	339083
Inspection dates	28–29 June 2010
Reporting inspector	Rajinder Harrison

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	The governing body
Chair	Mr Ian Clark
Headteacher	Mrs Elizabeth Pollard
Date of previous school inspection	10 October 2006
School address	Holme Church Lane Beverley HU17 0QP
Telephone number	01482 862882
Fax number	01482 862882
Email address	beverleystnicholas.primary@eastriding.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed 12 teachers. They held meetings with members of the governing body, staff, parents and carers, pupils and a representative from the local authority. They observed the school's work, and looked at a range of documents including school policies, the improvement plan, monitoring records, analysis of pupils' attainment and progress and the local authority's evaluations of the school's performance. Inspectors analysed 50 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- children's levels of attainment on entry to the Early Years Foundation Stage
- pupils' progress, particularly the boys and pupils who have learning difficulties and/or disabilities at Key Stage 1 and in mathematics throughout the school
- pupils' behaviour and whether all pupils feel safe at school
- the quality of teaching, curriculum and academic support and guidance for pupils with learning difficulties and/or disabilities and for boys in all subjects
- the effectiveness of leadership and management at all levels to secure school improvement.

Information about the school

The school is a larger than the average primary school. Almost all pupils are of White British heritage. The school has above-average proportions of pupils who have special educational needs and/or disabilities, and those who are known to be eligible for free school meals.

The school has a Healthy Schools Award, an Activemark, Basic Skills Quality Mark and a Bronze Travel Award.

The school occupies two sites that are some distance apart. The Early Years Foundation Stage and Key Stage 1 are located in the infant site and Years 3 to 6 on the junior site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils say they like learning, have a good understanding of how to stay healthy and enjoy school, but that their enjoyment is marred by the poor behaviour of a few pupils. The school's inability to tackle this poor behaviour effectively results in too many pupils saying they feel unsafe at school. Continued low-level disruption in classes, coupled with inadequate teaching in too many classes, results in pupils making inadequate progress overall.

Children's development on entry to the Early Years Foundation Stage is below the level expected at this age. Through good teaching, they progress well and attain average standards at the end of the Reception Year. This good progress is not maintained in Years 1 to 4, because teaching is inadequate. In Year 4, pupils are working below the expected levels in all subjects. Good teaching in Years 5 and 6 helps pupils make up for some lost ground, so that by the end of Year 6 pupils' attainment is close to average in English and science, but below average in mathematics. Regular assessments identify early where pupils fall behind their targets, but the information is not always used effectively to match work to pupils' needs in lessons. Expectations are not high enough to accelerate pupils' progress, particularly that of the more-able pupils. Analysis of pupils' written work confirms significant underachievement in Years 1 to 4. Although satisfactory, the curriculum has not been modified well enough to ensure it always helps staff to build successfully on what all pupils already know and can do, particularly in their literacy and numeracy. Pupils with special educational needs and/or disabilities also make inadequate progress because they do not always have the help they need to achieve more.

School leaders have not done enough to minimise the effects of operating as one school across two sites, particularly to ensure strong teamwork, good behaviour and effective teaching. Improvement since the last inspection is inadequate. Senior leaders have not acted quickly enough to address pupils' underachievement and weaknesses in teaching have not been tackled quickly enough. Teachers are not held to account for pupils' progress. The school has not achieved all of its targets this year. The monitoring of teaching and learning is inadequate and self-evaluation weak. The governing body, while supportive, has a limited role in monitoring and driving improvement and has not held the school to account rigorously enough regarding standards. In light of these

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significant shortcomings, the leaders do not demonstrate the capacity to make the improvements required to raise standards.

What does the school need to do to improve further?

- Raise standards and improve achievement for all pupils in all subjects, particularly in Years 1 to 4 and in mathematics throughout the school, by ensuring that:
 - – teachers use assessment information to support their planning
 - – lessons challenge all pupils appropriately, particularly the more-able
 - – pupils
 - – low-level disruptive behaviour is managed consistently and effectively.
- Improve the school's capacity for sustained improvement by ensuring that leaders and managers:
 - – take swift and effective action to improve behaviour so that all pupils feel safe at school
 - – monitor the school's work rigorously, particularly the quality of teaching and learning, so that these are consistently good
 - – hold teachers to account for the progress of all pupils in their classes
 - – promote effective teamwork and better staff relationships across the two sites.
- Ensure that the governing body contributes more effectively to improvement by:
 - – monitoring the work of the school rigorously
 - – holding leaders to account for the school's overall effectiveness.

Outcomes for individuals and groups of pupils

4

Most pupils are keen to learn and try hard. They respond well when encouraged, but such opportunities to contribute to lessons are rare because they frequently have to listen for too long and are insufficiently involved in discussions. Pupils lose interest, become inattentive and their behaviour lapses. In many classes, they lack confidence because the work is often poorly presented by teachers, and tasks are dull and unexciting. Pupils are often unclear as to the purpose of the task and so struggle to complete tasks successfully. The pace of learning is often slow, for example, in a Year 2 numeracy lesson, too many distractions, inappropriate resources and a lack of focus on developing calculation skills resulted in a number of pupils completing only one or two calculations in nearly 25 minutes. Pupils who need help with their learning receive satisfactory individual guidance but are not as well supported in whole-class sessions and so make inadequate progress.

Pupils' progress in Years 1 to 4 is inadequate because expectations are not sufficiently high, especially of the more-able pupils. By Year 4, many pupils across the ability range underperform, particularly in mathematics, where provision is weakest. Through increased challenge, progress accelerates in Years 5 and 6 so that pupils make good gains, particularly in literacy and science. However, with significant gaps in their numeracy skills, pupils do not achieve as well in mathematics. Nevertheless, pupils make sufficient gains to be satisfactorily prepared for the next stage of their education.

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Many pupils like school and attend regularly, form good relationships, are kind to each other and behave well in lessons. However, a number have concerns about the poor behaviour of a few pupils, particularly in Years 5 and 6. Typical comments were, 'you never know when someone is going to kick off or what they are going to do' and that individual staff deal with behaviour differently and this makes some pupils feel unsafe, especially at lunchtimes. Pupils are involved in fundraising and know it is important to care for others. Through their work in science and physical education, pupils understand why it is important to stay healthy. Many select healthy lunches and enjoy physical activities. Children as young as those in the Reception classes enjoy helping around the school, by, for example, delivering registers and preparing snacks. However, playground 'peacemakers' are often ignored when they try to mediate or intervene. With very few opportunities for older pupils to mix with younger ones, pupils do not often socialise and support each other across the two sites and thus do not develop a greater sense of responsibility. Visits and visitors extend pupils' understanding of the wider world including the faiths, traditions and cultures of communities different to their own.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	4
Pupils' behaviour	4
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	4

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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In classes where lessons are satisfactory or better, teachers successfully plan activities that hold pupils' interest and encourage them to discuss their ideas so that they are more confident in their answers. Pupils remain engaged because teachers ask questions that generate excitement and curiosity. For example, in a Year 5 lesson, pupils enjoyed reflecting on how they might feel if they won the lottery. The learning was fun as it evoked feelings that pupils enjoyed exploring. The best lessons are structured so that learning develops step by step, with teaching assistants supporting specific pupils to ensure they participate confidently. However, too much of the teaching is less effective. In these lessons, teachers do not involve pupils sufficiently by asking questions to assess their understanding. Consequently, pupils, particularly those who need extra help with their learning, are confused about what they have to do. The more-able pupils often sit through presentations that fail to extend their learning. In these lessons, because planning does not take sufficient account of pupils' prior attainment or their individual targets, there is a lack of purpose and precision. Insufficient pace and challenge results in pupils of all abilities doing the same tasks. Consequently, pupils lose interest and low-level disruption, particularly among boys, ensues. While some marking is good, it is inconsistent and irregular.

The curriculum plans generally provide guidance to help pupils develop skills incrementally from year to year, but these are not always adhered to consistently, particularly in mathematics. Themes linking work across subjects are used well to help pupils make sense of their learning and apply their skills, for example, using tally charts to explore data in science. Pupils in some classes have insufficient opportunities to work independently on extended writing tasks in order to increase their fluency and confidence in literacy and number. The teaching of French is popular and pupils enjoy the cultural element this offers. Visits, visitors, music teachers and sports coaches enhance learning well. While the school has a good programme to support pupils' personal development, it is not implemented consistently across the school to secure good outcomes.

Pupils who have social, emotional or other specific needs are supported well, with external agencies consulted where appropriate. Overall care, guidance and support are inadequate. The school is not as rigorous as it should be in recording incidents of poor or challenging behaviour, ensuring that any action taken has sustained impact and that procedures are reviewed regularly. Parents and carers are happy with the school's good arrangements to support children's well-being in the Early Years Foundation Stage. However, the school does not tackle effectively enough the unacceptable behaviour of a minority of pupils in other parts of the school. As a result, many pupils feel vulnerable and unsafe at school.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

While there is some good practice in the school, the school as a whole does not demonstrate enough ambition to raise standards. Pupils are not receiving the education to which they are entitled, particularly in Years 1 to 4, and so equality of opportunity is inadequate. Leaders and managers have not taken the rigorous action required to raise the performance of pupils and teachers in some classes. This has resulted in pupils' considerable underachievement and a decline in the quality of teaching since the last inspection. The school's monitoring fails to identify significant weaknesses in teaching and not enough has been done to secure harmony and consistent, high quality practice between staff across the two sites. All teachers have had relevant guidance to help improve their practice. Despite this, there is still too much inadequate teaching. Leaders and managers have not done enough to hold teachers to account regarding pupils' progress in each class. Monitoring and evaluation procedures lack rigour and actions to improve provision, for example, in mathematics, have had little impact on raising pupils' achievement significantly.

Child protection procedures meet requirements and are understood and implemented by all staff effectively. The governing body ensures that safeguarding procedures are secure and that the school's promotion of community cohesion, through its links with diverse communities nationally and internationally, is satisfactory. The governing body has not challenged sufficiently the information provided by senior leaders or held them to account for pupils' underperformance in some classes. School leaders are not aware that a number of pupils feel unsafe at school because they are worried about behaviour at lunchtimes. Not enough is done to ensure that parents and carers have confidence in the way in which the school deals with unacceptable behaviour, or in the way it is led and managed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	4
	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	4
The effectiveness of partnerships in promoting learning and well-being	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enjoy school and have fun. They form positive relationships and settle quickly. 'My child loves it here, the staff are brilliant,' is a typical comment from parents and carers. Children are safe and well cared for. They achieve well in their learning and personal skills. Children who need specific help are supported well and parents and carers are kept informed of any concerns that staff might have. The arrangement to mix Nursery and Reception age groups enables younger children to gain confidence quickly by watching and learning from older ones. Clear routines and high expectations help all children to progress well. Staff intervene at timely moments to extend children's confidence in speaking and their knowledge and understanding of the world, for example, when children test whether their 'boats' will float. The learning environment is attractive and exciting. Children try everything and persevere even when tasks are challenging. Children play out in all weathers, explore excitedly and discover, for example, the magic of watching their plants grow.

Provision, leadership and management are good. Staff plan a good balance of activities between those that children choose and those led by adults. Staff know the children well and group them appropriately for more formal sessions, for example, when learning sounds and letters. They record each child's progress carefully and share information with parents and carers appropriately. More-able children are challenged well through tasks that effectively extend their skills. The school's assessment data show that children achieve well and attain broadly average standards in all the areas of learning at the end of the Reception Year and are well prepared for Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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Of the 50 questionnaires returned by parents and carers, many express positive views. They say that their children enjoy school; are well looked after; that parents are kept well informed about their child's progress; teaching is good; their children learn how to have a healthy lifestyle. A few, particularly parents of younger children, made written comments to indicate their satisfaction by saying, for example, 'staff are helpful' and that 'their children make good progress'. Inspectors endorse the view that pupils generally enjoy school; know how to stay fit and healthy; and that parents are kept informed about their child's progress. Younger children and pupils in Years 5 and 6 do make good progress, but pupils in other year groups are not as successful because teaching in these classes is inadequate.

A considerable proportion of parents and carers raised concerns about pupils' behaviour and how the school deals with this and that the school is not led and managed well. During the inspection, inspectors found pupils' behaviour to be a concern, especially outside lessons and that incidents of poor behaviour are not always dealt with effectively. Inspectors have concerns about how the school is led and managed and so too do a number of parents. Some parents and carers stated that they feel their children's progress is too slow. Inspectors judge that pupils are not always challenged enough and that some make inadequate progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beverley St Nicholas Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 361 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	46	24	48	1	2	2	4
The school keeps my child safe	21	42	26	52	2	4	1	2
The school informs me about my child's progress	14	28	32	64	3	6	1	2
My child is making enough progress at this school	18	36	25	50	7	14	0	0
The teaching is good at this school	18	36	28	56	3	6	0	0
The school helps me to support my child's learning	17	34	26	52	6	12	0	0
The school helps my child to have a healthy lifestyle	15	30	34	68	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	30	26	52	6	12	0	0
The school meets my child's particular needs	20	40	21	42	8	16	1	2
The school deals effectively with unacceptable behaviour	13	26	18	36	13	26	6	12
The school takes account of my suggestions and concerns	18	36	21	42	8	16	3	6
The school is led and managed effectively	13	26	24	48	6	12	7	14
Overall, I am happy with my child's experience at this school	20	40	23	46	3	6	3	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 June 2010

Dear Pupils

Inspection of Beverley St Nicholas Community Primary School, Beverley, HU17 0QP

You may remember that three inspectors visited your school recently. Thank you for making us welcome and for being so helpful and friendly. We enjoyed talking with you. You explained how you enjoy school and have many good friends. You said that you particularly enjoy the many sports that you do. We were concerned that some of you were worried about the behaviour of a few pupils and that this made you feel unsafe.

Some things, such as the way you help around the school are good. However, we do not think the school is helping you to learn as well as you could and so we have placed it in category known as 'special measures'. This means that the school needs extra help to improve so that it provides an effective education for you. We have asked the headteacher, staff and governors to do a number of things to improve the school.

The school should:

- help you achieve higher standards, particularly in mathematics, by giving all of you, but especially those in Years 1 to 4, more challenging work that builds on what you can already do, and by giving pupils who need help with their learning more support
- make sure that everything possible is done to improve behaviour so that all of you feel safe at all times
- make sure that the adults who manage your school do so effectively, including by keeping a close check on how well you achieve in every class.

These improvements need to happen as quickly as possible. Inspectors will come back regularly to check on the progress being made. There are things you could all do to help too. For example, you could ask for harder work if you finish quickly and those of you who do not always behave as well as you should, could try harder to concentrate on learning.

Thank you once again for helping the inspectors.

Yours sincerely

Mrs Rajinder Harrison

Lead inspector

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